

THE USE OF 3-2-1 STRATEGY IN TEACHING READING COMPREHENSION ON REPORT TEXT

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Abstract: The 3-2-1 strategy is a reading strategy that requires students' participation on summarizing ideas from the text, encourages them to think independently, and invites them to engage with the text. The aim of this research was to investigate whether the 3-2-1 strategy increased students' achievement in reading comprehension on report text. Reading comprehension is the process of simultaneously extracting meaning through interaction and involvement with written language. Report text is a text presenting information about something like social phenomena in our environment. The research method used a pre-experimental research. The population of the ninth grade students of SMP Pertiwi Pontianak in academic year 2015/2016 consisted of 26 students and sample consisted of 24 students. The data was calculated and the result showed that the mean score of pre-test was 5.63 and post-test was 7.77. There was significant difference of students mean score in reading comprehension on report text between pre-test and post-test after treatment. The 3-2-1 strategy can be applied in teaching learning process to increasing the knowledge of reading text.

Keyword: The 3-2-1 Strategy, Reading Comprehension, Report Text

Abstrak: Penelitian ini menggunakan strategi 3-2-1 dalam pemahaman mengajar membaca teks report. Tujuan penelitian ini untuk meneliti apakah strategi 3-2-1 meningkatkan pencapaian siswa dalam pemahaman membaca teks report. Pemahaman membaca adalah proses menyaring makna melalui interaksi dan keterlibatan dengan penulisan bahasa. Teks report adalah jenis teks yang mempresentasikan informasi tentang sesuatu seperti fenomena sosial di lingkungan kita. Metode penelitian tersebut menggunakan pre-eksperimental. Populasi siswa kelas IX SMP Pertiwi Pontianak tahun akademik 2015/2016 yaitu 26 siswa dan sampel siswa kelas IX tersebut yaitu 24 siswa. Hasil dan jumlah data tersebut dapat dilihat dari nilai rata-rata pre-test yaitu 5,63 dan nilai post-test yaitu 7,77. Terdapat perbedaan yang sangat signifikan antara hasil pre-test dan post-test setelah perlakuan pada nilai rata-rata siswa dalam mengajar pemahaman membaca teks report. Strategi 3-2-1 dapat diterapkan di dalam proses belajar mengajar untuk meningkatkan pengetahuan membaca teks.

Kata Kunci: Strategi 3-2-1, Pemahaman Membaca, Teks Report

Reading is a way to get the information and knowledge in the books, magazines, newspaper and other material. In reading comprehension, the students need concentration and skill in comprehending text of reading. In learning English, there are various ways how to learn English such as reading aloud, retelling stories, making speech, playing drama, and singing a song. In this research, the writer uses the 3-2-1 strategy in using report text. According to Coe et al (2004, p. 381), the 3-2-1 strategy is reading strategy that requires students participating on summarizing ideas from the text, encourages them to think independently, and invites them to engage with the text. It means this strategy is powerful and useful to help students comprehend the reading text.

Some studies have been conducted in how to teach reading using the 3-2-1 strategy. Alsamadani (2011) conducted the 3-2-1 strategy using a quasi-experimental on English as a Foreign Language (EFL) learners' reading comprehension for college-level students. The aim of the research was to test the effectiveness of the 3-2-1 strategy in improving EFL reading comprehension that was applied in Saudi EFL college-level students. The finding showed that the strategy was effective in boosting reading comprehension. In other research conducted by Rini (2014), using classroom action research, it revealed the problems of student reading comprehension ability and involvement of students in learning activities. With above the reason, the writer applied the 3-2-1 strategy in teaching reading comprehension on report text to actively and meaningfully engage students with the text. The 3-2-1 strategy applied to the ninth grade students of SMP Pertiwi, Pontianak.

Reading is important because it enables the students to master other English language skills. The students should have more information to support their ability for start the skills and they will be able to express the idea, either in written and spoken language based on what they have acquired from reading. According to Patel et al (2008, p. 113-114), reading is an important activity in life with which one can update his/her knowledge. Reading is not only a source of information and pleasurable activity but also as a means consolidating and extending one's knowledge of the language. It is certainly an important activity for expanding knowledge of a language. Reading is very needed to widen main and understanding of the foreign culture.

The goal of reading is comprehension of meaning. According to Coe et al (2004, p. 381), comprehension is a complex and demanding process.

Based on the Pass Standard Competence (Standar Kompetensi Lulusan or SKL) of reading, there are some aspects of reading comprehension. Based on the standard competency in the syllabus of SMP Pertiwi (2010) on the ninth grade students of junior high school called Educational Unit-Oriented Curriculum (KTSP), the aspects of reading comprehension follows:

- a. Main Idea

According to Chesla (2000, p. 57) a main idea is important information that tells more about overall idea of text in paragraph. It is about feeling, fact and

thought the writer to convey her/his students. In paragraph, main idea is general thing to include the ideas in paragraph.

b. Supporting idea (explicit information)

Supporting idea or explicit information are definition, reasons, facts, examples, steps or other kinds of evidence of that back up and explain a main idea. The supporting idea tells the reader about the specific information and helps the reader to understand the paragraph clearly. Supporting idea can be understand by giving question such as how, what, when, why, where, or who.

c. Referent

The use of referent in a text in a text is important in order to avoid the subject repetition. The referent or pronoun such as, my, he, she, it, they, we, that, this, those, or which, should be clearly refer to specific nouns. For example *Ryan is my brother. He is handsome.* The word of my and he an example refers to pronoun.

d. Word Meaning from Context (Vocabulary)

Vocabulary or word meaning is the basic that must be learnt first by learners. It is very important for readers because in reading comprehension, word meaning or vocabulary is crucial for reading comprehension and determines how well the students to understand the text they read. The question about vocabulary can be about synonym or antonym of a single word.

To improve reading comprehension, the teacher needs to introduce a topic prior to having students read about it. The teacher needs to review the material that is used in learning reading with students. The purpose of previewing the material is to develop background of the topic and create interest in the material. Based on the standard competency in syllabus of the ninth grade of junior high school called KTSP, report text is taught to the ninth grade students of junior high school.

Teaching reading comprehension is a very difficult work; it is a complex process which needs skill for reader to do it. To improve comprehension skills, learners must read from text to appropriate level of difficulty for them. According to Forzani and Ball (2009, p. 497) teaching is the core task that the teachers must execute to help pupils learn. To comprehend a text well, students need the knowledge, abilities and experience to support the reading. Hence, reading comprehension is process extracting meaning with written language and understood the text. For EFL students, reading comprehension is difficult if they have not enough vocabularies and knowledge about English as a result they may difficulties to understand it. One of the techniques used is 3-2-1 strategy. The 3-2-1 strategy is a reading strategy that requires students' participation on summarizing ideas from the text, encourages them to think independently, and invites them to engage with the text. This strategy would be applied in report text.

According to Knapp and Watkins (2005), description in information report is formalized. That is, specific aspects of the phenomenon are systematically described, so that the report reflects a scientifically organize view of the world. The description stage is often divided into paragraph which is focus on specific aspects of

phenomenon being described (for example, appearance, parts, functions, behaviors, habitats). Report text is different from descriptive text. Descriptive text has a function to give an explanation about a specific subject. However, in report text has a function to give an explanation about general thing or subject. According to Coe et al (2004, p. 381-382), the procedures of the 3-2-1 strategy follows:

- **3 things you discovered.**

An effective for teachers to combat passive participation from students is by asking them to summarize portion of what they have (Bergman, 1992). During the first step of the 3-2-1 strategy, students summarize and cite three different key details they identified while reading the passage. By focusing on three discoveries made during reading, the students are engaged to pay closer attention to the text by identifying key facts and sharing their understanding of the text by writing and explaining meaning in their own words. Summarizing is beneficial to readers in several ways.

- **2 interesting things.**

The students can share their own attitudes on texts, thus becoming more engaged in readings during the second portion of the 3-2-1 strategy. In this step, the students list two things that stood out as being interesting to them.

- **1 question you still have.**

The final component of the 3-2-1 strategy is for students to write a question that they still have about the text. In this final step of the 3-2-1 strategy, the students can ask questions about conceptual gaps, misunderstood events, or unclear explanation in text.

METHODOLOGY

In this research, the writer used quantitative research in a pre-experimental study. Aliaga and Gunderson (2002) cited in Muijs (2004) state that “quantitative research is explaining phenomenon by collecting data that are analyzed using mathematically based methods in particular statistic”. Quantitative research involves studies that makes use of statistical analyses obtained their finding. It is based on the measurement of quantity or amount. In pre-experimental research, the writer used class in the ninth grade students giving a pre-test as a first test before treatment; a treatment in experimental and post-test as final test after treatment. Experimental group is the group where the experimental procedures are performed or where the actual experiment is taking place by applying the 3-2-1 strategy.

Population is all groups of people in this research. According to Muijs (2005, p. 15), population is the group of people that want to generalize. Population is the whole of object research such as things, phenomenon or the characteristic of human being. The population of this research is the ninth grade students of SMP Pertiwi, Pontianak in academic year 2015/2016 consists of 26 students.

In this research, the sample should be explained clearly. According to Johanson (2008), state a sample is partly representative of population. To conduct the research

easily, the writer should be take the sample of research. The sample of the research in SMP Pertiwi, Pontianak in academic year 2015/2016 consists of 24 students.

In this research, the writer used measurement technique to measure of students' reading skill by using 3-2-1 strategy. The writer used the pre-test and post-test. The tool of collecting data is objective test. The test is used in pre-test and post-test. The result of the pre-test and post-test would be compared to know the students' achievement pre-test and post-test the treatment given.

Validity is probably the single most important aspects of the design of any measurement instrument in educational research. Validity has three distinct aspects they are content validity, criterion validity and construct validity. Content validity refers to whether or not the content of the manifest variables. Criterion validity is closely related to theory, in theory at least to be related to other measures or to predict certain outcomes. Then, construct validity is slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring (Muijs, 2004, p. 66). In this research, the writer used content validity that should have a table specification. Table specification will be used to measure the content validity with the aspects of reading comprehension consist of main idea, supporting idea, referent, and vocabulary. The table specification as follows:

Table 1
Items Specification

Aspect of Reading Comprehension	Question Number of Test Items	Total
- Main Idea	1, 3, 11,	3
- Supporting Idea	2, 4, 5, 7,12, 14, 17	7
- Reference	8, 16, 19, 20	4
- Vocabulary	6, 9,10, 13, 15, 18	6
The Number of Items	20	20

Data Analysis

a. The Students' Individual Score of Pre-test and Post-test

$$\chi = \frac{R}{N}$$

Note:

X = the students' individual score

R=the total score

N = the total number of scoring items

The students' individuals score is classified by using the classification in the table as follows:

Table 2

Table of Classification of Students' Individual Score	
Score	Probable Class Performance
80-100	Good to excellent
60-70	Average to good
50-60	Poor to average
0-49	Poor

(Harris, 1969, p. 13)

Table 3
The Criteria of Effect Size

Effect Size	Qualification'
$E_s \leq 0.2$	Is categorized as low
$0.2 < E_s \leq 0.8$	Is categorized as moderate
$E_s > 0.8$	Is categorized as high

(Muijs, 2004: 139)

b. To Find Out the Interval Score of Pre-test and Post-test

$$MD = \bar{X}_1 - \bar{X}_2$$

Note:

MD = the different students' mean score of pre-test and post-test

\bar{X}_1 = the students' mean score of pre-test

\bar{X}_2 = the students' mean score of post-test

c. The Analysis on the Standard Derivation of the Difference of Sample Scores

Standard derivation shows how variation or dispersion exists from the average (mean or expected value). A low standard derivation indicates that the data point tend to be very close to the mean, while high standard derivation indicates that the data points are spread out over a large range of values.

$$S_d = \frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n-1}$$

(Hinton, 2004, p. 16)

Note:

S_d = the standard derivation squared

$\sum d^2$ = the total sum of the squared interval score

$\sum d$ = the total sum of the interval score

n = the total number of students

FINDINGS AND DISCUSSION

Research Findings

This research was conducted to get data of teaching reading comprehension on report text by using 3-2-1 strategy to the ninth grade students of SMP Pertiwi, Pontianak in academic year 2015/2016. After conducting the research, the writer would show the research findings as follows:

1. The Analysis of the Students' Individual Score of Pre-test and Post-test

The score of pre-test experimental group is 135 with 24 students. Therefore, the mean score is $135:24=5.63$ and it is considered as poor to average. Meanwhile, the mean score is $186.5:24=7.77$ and it is considered as average to good.

2. The Analysis of the Students' Interval Score of Experimental Group

The interval of students' mean score was obtained by using the following formula:

$$X = X_{\text{post-test}} - X_{\text{pretest}}$$

$$X = 7.77 - 5.63$$

$$X = 2.14$$

Table 4
The Students' Qualification Score of Pretest and Post-test in Experimental Group

Test	Mean	Qualification
Post-test	7.77	Average to good
Pretest	5.63	Poor to average
Interval	2.14	Good

3. The Analysis of t-test

The result of analysis t-test was:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{N - (N - 1)}}$$

$$t = \frac{2.145}{\sqrt{0.056}}$$

$$t = \frac{2.145}{0.23}$$

$$t = 9.32$$

4. The Effect Size of the Treatment

The effect size of the treatment used to measure the effectiveness of the result or score in the test was:

$$ES = t \sqrt{\frac{1}{N}}$$

$$ES = 9.32 \sqrt{\frac{1}{24}}$$

$$ES = 1.864$$

Hypothesis Testing

In hypothesis testing was very important to set the level of significance which was symbolized as α (alpha). For social science, the level of significance is 5% or 0.05. In testing the hypothesis, there were two different types or test that could be performed. Based on the hypothesis stated, the writer used α level for one-tailed test. Therefore, from the above computation, t test was compared with t table in which $n=24$ and level of significance (α) = 5% or 0.05, so t table= 9.32, that t test was higher than t table ($9.32 > 1.864$). It could be concluded that: a). The 3-2-1 strategy was effective to reading comprehension of the third year students' of SMP Pertiwi, Pontianak in academic year 2015/2016. b). The 3-2-1 strategy could be increased the students' in teaching reading comprehension on report text.

Discussion

This research was conducted in SMP Swasta Pertiwi, Pontianak in academic year 2015/2016. The writer chose one class as an experimental group. In the process of collecting data, in experimental group gave pre-test and post-test in the form of multiple choices. Pre-test was given to know the students' pre-condition ability before the treatment. Actually, the students of ninth grade of SMP Swasta Pertiwi Pontianak consisting of 26 students, but when the writer gave a pre-test and post-test, there are only 24 students. The writer modified and extended the 3-2-1 strategy which was adopted from Zygouris-Coe et al (2004) to help the ninth grade students in teaching reading comprehension on report text. In this treatment, the students learned and summarized the ideas of report text about parrot, puppet and robo'-robo'. They learned about main idea, supporting details, referent and vocabulary.

The writer applied the 3-2-1 strategy in ninth grade students during the treatment. The writer taught report text and explained definition of report text. The writer found the strength and weaknesses of the 3-2-1 strategy during treatment. The writer used 3-2-1 strategy when taught in the classroom. The students be active during learning process, they could understand when the writer applied the strategy in the treatment. The writer explained how to found the main idea, supporting details, vocabularies and reference in the text. The student summarized the text in 3-2-1 strategy chart and share with his/her friends. But, during treatment, the students noisy because they were too active and the writer should be control and guide during teaching learning process. The other problem when learning process, the students have not dictionary so that the writer should explain or answer the questions.

CONCLUSION AND SUGGESTION

Conclusion

Based on the analysis of the test, the conclusion of this research is using the 3-2-1 strategy in teaching reading comprehension on report text to the ninth grade students' of SMP Swasta Pertiwi, Pontianak in academic year 2015/2016 can be stated as follows: (1). The use of 3-2-1 strategy can increase and help the students in reading comprehension on report text. It is show by students' score of post-test in experimental group is better than pre-test. The students' mean score of post-test is

7.77 (average to good) and pre-test is 5.63 (poor to average). It means that the students' score or achievement after treatment is better than before the treatment was given. (2). The 3-2-1 strategy can use as strategy in teaching learning process to help the students in summarizing the text in 3-2-1 strategy chart. (3). The 3-2-1 strategy is effective in teaching reading comprehension on report text of ninth grade students in SMP Pertiwi, Pontianak of academic year 2015/2016.

Suggestion

After analyzing of data and concluding the research findings, the writer would like to give some suggestions as follows: (1). Based on the research findings, it was easier to the students to comprehend report text when summarizing. Thus, the English teacher can apply the 3-2-1 strategy in teaching reading comprehension to help and increase the students'. (2). Supporting material from other sources such as texts is important role to complete the teaching material in teaching learning process. The writer recommends that the English teacher should be more active in finding the text and try to apply new technique or strategy in teaching learning process like as 3-2-1 strategy. The English teacher does not only focus on material in the text book, but the English teacher can find material from any sources. (3). Based on the experience of the writer, the weaknesses of 3-2-1 strategy is that the students too active during treatment. So that, the writer should be guide and control the students during teaching learning process. (4). For the English teacher, the 3-2-1 strategy can apply during teaching learning process to increasing the knowledge of reading text.

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